methods of obtaining a livelihood have led to much exaggerated and unregulated individualism. Often, however, there has been a great dearth of initiative and of capacity for leadership. Chinese, accustomed to act under old forms, have not yet learned how to lead and cooperate under the new. They are often willing to follow, sheeplike, any resolute man who seems to know his own mind. At the same time and in contradiction to this individualism new forms of mass action have emerged. Anti-foreign boycotts have repeatedly been nation-wide and very effective. Labor unions and the strike have appeared. The Kuomintang with its many local and provincial units and its national organization modeled to a great extent on the Communist Party of Russia has been coercive. The new China, therefore, presents a strange mixture of assertive individualism and of group action which is most tyrannical,

A modification has come in the traditional relative social standing of the various occupations and in the ideals of some of them. Under the Republic the military authorities have usually been dominant. While the rank and file of the soldiers are about as much despised and feared as ever, many of their of&cers have acquired prestige and some have been men of education. Moreover, some students have been entering the army. Many of them enlisted in the Kuomintang forces in 1926 and 1927, believing that thus they could best serve their country. Military drill is finding a place on the school curriculum and in some instances is demanded by the students. It is even given in some girls' schools, although nurses' training is more common. Many students and

educational authorities, seeing their country prostrate before a militarized Occident and Japan and being intensely nationalistic, are convinced that salvation can come only as China adopts the methods of the Occident and Japan and defeats her oppressors with their own weapons. A proportion of the male youth pass through the training given by the Boy Scouts. Indeed, the government has attempted to make it compulsory for junior middle schools boys. It differs from the movement in Anglo-Saxon lands in being pretty thoroughly militarized. It places added emphasis on political service and on assisting the police. However, the degree of the militarization of education can easily be exaggerated.

Usually in the schools only two or three hours a week have been